

SECOND REGULAR SESSION

# SENATE BILL NO. 1076

101ST GENERAL ASSEMBLY

INTRODUCED BY SENATOR ARTHUR.

4336S.02I

ADRIANE D. CROUSE, Secretary

## AN ACT

To repeal sections 161.097, 167.268, 167.640, 167.645, and 170.014, RSMo, and to enact in lieu thereof seven new sections relating to literacy and reading instruction.

*Be it enacted by the General Assembly of the State of Missouri, as follows:*

Section A. Sections 161.097, 167.268, 167.640, 167.645,  
2 and 170.014, RSMo, are repealed and seven new sections enacted  
3 in lieu thereof, to be known as sections 161.097, 161.241,  
4 167.268, 167.640, 167.645, 170.014, and 186.080, to read as  
5 follows:

161.097. 1. The state board of education shall  
2 establish standards and procedures by which it will evaluate  
3 all teacher training institutions in this state for the  
4 approval of teacher education programs. The state board of  
5 education shall not require teacher training institutions to  
6 meet national or regional accreditation as a part of its  
7 standards and procedures in making those evaluations, but it  
8 may accept such accreditations in lieu of such approval if  
9 standards and procedures set thereby are at least as  
10 stringent as those set by the board. The state board of  
11 education's standards and procedures for evaluating teacher  
12 training institutions shall equal or exceed those of  
13 national or regional accrediting associations.

14 2. There is hereby established within the department  
15 of elementary and secondary education the "Missouri Advisory  
16 Board for Educator Preparation", hereinafter referred to as

**EXPLANATION-Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.**

17 "MABEP". The MABEP shall advise the state board of  
18 education and the coordinating board for higher education  
19 regarding matters of mutual interest in the area of quality  
20 educator preparation programs in Missouri. **The MABEP shall**  
21 **include at least three active elementary or secondary**  
22 **classroom teachers and at least three faculty members within**  
23 **approved educator preparation programs. The classroom**  
24 **teacher members shall be selected to represent various**  
25 **regions of the state and districts of different sizes. The**  
26 **faculty representatives shall represent institutions from**  
27 **various regions of the state and sizes of program. The**  
28 **MABEP shall hold regular meetings that allow members to**  
29 **share needs and concerns and plan strategies to enhance**  
30 **teacher preparation.**

31 3. Upon approval by the state board of education of  
32 the teacher education program at a particular teacher  
33 training institution, any person who graduates from that  
34 program, and who meets other requirements which the state  
35 board of education shall prescribe by rule, regulation and  
36 statute shall be granted a certificate or license to teach  
37 in the public schools of this state. However, no such rule  
38 or regulation shall require that the program from which the  
39 person graduates be accredited by any national or regional  
40 accreditation association.

41 4. **The state board of education shall, in consultation**  
42 **with MABEP, align literacy and reading instruction**  
43 **coursework for teacher education programs in early**  
44 **childhood, kindergarten to fifth grade elementary teacher**  
45 **certification, middle school communication arts, high school**  
46 **communication arts, and all reading and special education**  
47 **certificates to include the following:**

48           (1) Teacher candidates shall receive classroom and  
49 clinical training in:

50           (a) The core components of reading, including phonemic  
51 awareness, phonics, fluency, comprehension, morphology,  
52 syntax, and vocabulary;

53           (b) Oral and written language development; and

54           (c) Identification of reading deficiencies, dyslexia,  
55 and other language difficulties;

56           (2) Teacher candidates shall also have training on:

57           (a) The selection and use of reading curricula and  
58 instructional materials;

59           (b) The administration and interpretation of  
60 assessments;

61           (c) How to translate assessment results into effective  
62 practice in the classroom specific to the needs of students;  
63 and

64           (d) Additional best practices in the field of literacy  
65 instruction as recommended by the literacy advisory council  
66 pursuant to section 186.080.

67           5. Any rule or portion of a rule, as that term is  
68 defined in section 536.010, that is created under the  
69 authority delegated in this section shall become effective  
70 only if it complies with and is subject to all of the  
71 provisions of chapter 536 and, if applicable, section  
72 536.028. This section and chapter 536 are nonseverable and  
73 if any of the powers vested with the general assembly  
74 pursuant to chapter 536 to review, to delay the effective  
75 date, or to disapprove and annul a rule are subsequently  
76 held unconstitutional, then the grant of rulemaking  
77 authority and any rule proposed or adopted after August 28,  
78 2014, shall be invalid and void.

161.241. 1. The state board of education, in  
collaboration with the coordinating board for higher  
education and the commissioner's advisory council under  
section 186.080, shall develop a plan to establish a  
comprehensive system of services for reading instruction.

2. The state board of education shall establish and  
periodically update a statewide literacy plan that supports  
high quality, evidence-based reading instruction for all  
students.

3. The state board of education shall create an office  
of literacy. The commissioner of education shall coordinate  
staff with roles relating to literacy and align staff work  
around supporting best practices in reading instruction.

4. The state board of education shall align literacy  
and reading instruction coursework for teacher education  
programs as required under subsection 4 of section 161.097.

5. Subject to appropriation, the department of  
elementary and secondary education shall recruit and employ  
quality teacher trainers with expertise in reading  
instruction and provide opportunities for evidence-based  
professional development in reading instruction available  
for all active teachers.

6. The department shall maintain and publish data on  
reading outcomes, provided that the report shall not include  
individually identifiable student data.

7. The department shall publish criteria and examples  
to help districts and schools select and use evidence-based  
reading curricula and instructional materials.

8. The department shall provide online tools and  
training for active teachers on evidence-based reading  
instruction.

32           9. There is hereby created in the state treasury the  
33 "Evidence-based Reading Instruction Program Fund". The fund  
34 shall be administered by the department and used to  
35 reimburse school districts and charter schools for efforts  
36 to improve student literacy, including, but not limited to:  
37 initiatives that provide optional training and materials to  
38 teachers regarding best practices in reading pedagogies;  
39 resources for parents and guardians to assist them in  
40 teaching their children to read; funding for reading  
41 tutoring programs outside of regular school hours; stipends  
42 for teachers who undergo additional training in reading  
43 instruction, which may also count toward professional  
44 development requirements; and funding for summer reading  
45 programs. The fund shall consist of moneys appropriated  
46 annually by the general assembly from general revenue to  
47 such fund, any moneys paid into the state treasury and  
48 required by law to be credited to such fund and any gifts,  
49 bequests or donations to such fund. The fund shall be kept  
50 separate and apart from all other moneys in the state  
51 treasury and shall be paid out by the state treasurer  
52 pursuant to chapter 33. Notwithstanding the provisions of  
53 section 33.080 to the contrary, moneys in the fund at the  
54 end of the biennium shall not be transferred to the credit  
55 of the general revenue fund. All interest and moneys earned  
56 on the fund shall be credited to the fund.

167.268. 1. Each [local] school district and charter  
2 school shall have on file a policy for reading  
3 [intervention] success plans [for any pupils of the district  
4 in grades kindergarten through three pursuant to the  
5 provisions of this section. Such plans shall identify  
6 strategies to be followed by the district teachers to raise  
7 a pupil identified as reading below grade level by

8 recognized methods to reading at grade level by the end of  
9 the third grade. Recognized methods of identification may  
10 include but need not be limited to the scores of the pupil  
11 obtained through any established standardized testing  
12 program currently administered by the district, observations  
13 of classroom teachers, and documented classroom  
14 performance]. **The success plans shall provide all parents  
15 and guardians of students, including parents of students who  
16 are identified as having a substantial deficiency in reading  
17 under subsection 1 of section 167.645, with a plan that  
18 includes suggestions for regular parent-guided home reading.**

19 2. [The state board of education] **The department of  
20 elementary and secondary education** shall develop guidelines  
21 to assist districts **and charter schools** in formulating  
22 policies for reading [intervention] **success** plans. Such  
23 guidelines may include, but are not limited to, **measures of  
24 reading proficiency, strategies for addressing reading  
25 deficiencies**, timelines for measuring pupil improvement in  
26 reading, information on screening [for and treatment] **and  
27 targeted instruction for students with reading deficiencies,  
28 including students with characteristics** of [auditory]  
29 dyslexia[, and information on the Lindamood Auditory  
30 Conceptualization Test and the Auditory Discrimination in  
31 Depth Program]. Such guidelines may also identify  
32 performance levels for pupils identified as handicapped or  
33 severely handicapped and conditions under which such pupils  
34 are exempt from the provisions of this section **and section  
35 167.645.**

36 3. [Each local school district enrolling a pupil  
37 identified as reading below grade level shall develop an  
38 individual plan of reading intervention for such pupil. The  
39 individual pupil's plan may include individual or group

40 reading development activities. The plan may be developed  
41 after consultation with the pupil's parent or legal  
42 guardian] **Each school district and charter school shall**  
43 **provide supplemental reading instruction to students as**  
44 **provided in section 167.645.**

167.640. 1. School districts [may] **shall** adopt a  
2 policy with regard to student promotion which may require  
3 remediation as a condition of promotion to the next grade  
4 level for any student identified by the district as failing  
5 to master skills and competencies established for that  
6 particular grade level by the district board of education.  
7 School districts may also require parents or guardians of  
8 such students to commit to conduct home-based tutorial  
9 activities with their children or, in the case of a student  
10 with disabilities eligible for services pursuant to sections  
11 162.670 to 162.1000, the individual education plan shall  
12 determine the nature of parental involvement consistent with  
13 the requirements for a free, appropriate public education.

14 2. Such remediation shall recognize that different  
15 students learn differently and shall employ methods designed  
16 to help these students achieve at high levels. Such  
17 remediation may include, but shall not necessarily be  
18 limited to, a mandatory summer school program focused on the  
19 areas of deficiency or other such activities conducted by  
20 the school district outside of the regular school day.  
21 Decisions concerning the instruction of a child who receives  
22 special educational services pursuant to sections 162.670 to  
23 162.1000 shall be made in accordance with the child's  
24 individualized education plan.

25 3. School districts providing remediation pursuant to  
26 this section **or section 167.245** outside of the traditional  
27 school day may count extra hours of instruction in the

28 calculation of average daily attendance as defined in  
29 section 163.011.

167.645. 1. [For purposes of this section, the  
2 following terms mean:

3 (1) "Reading assessment", a recognized method of  
4 judging a student's reading ability, with results expressed  
5 as reading at a particular grade level. The term reading  
6 assessment shall include, but is not limited to, standard  
7 checklists designed for use as a student reads out loud,  
8 paper-and-pencil tests promulgated by nationally recognized  
9 organizations and other recognized methods of determining a  
10 student's reading accuracy, expression, fluency and  
11 comprehension in order to make a determination of the  
12 student's grade-level reading ability. Assessments which do  
13 not give a grade-level result may be used in combination  
14 with other assessments to reach a grade-level  
15 determination. Districts are encouraged but not required to  
16 select assessment methods identified pursuant to section  
17 167.346. Districts are also encouraged to use multiple  
18 methods of assessment;

19 (2) "Summer school", for reading instruction purposes,  
20 a minimum of forty hours of reading instruction and  
21 practice. A school district may arrange the hours and days  
22 of instruction to coordinate with its regular program of  
23 summer school.

24 2. For purposes of this section, methods of reading  
25 assessment shall be determined by each school district.  
26 Unless a student has been determined in the current school  
27 year to be reading at grade level or above, each school  
28 district shall administer a reading assessment or set of  
29 assessments to each student within forty-five days of the  
30 end of the third-grade year, except that the provisions of



31 this subsection shall not apply to students receiving  
32 special education services under an individualized education  
33 plan pursuant to sections 162.670 to 162.999, to students  
34 receiving services pursuant to Section 504 of the  
35 Rehabilitation Act of 1973 whose services plan includes an  
36 element addressing reading or to students determined to have  
37 limited English proficiency or to students who have been  
38 determined, prior to the beginning of any school year, to  
39 have a cognitive ability insufficient to meet the reading  
40 requirement set out in this section, provided that districts  
41 shall provide reading improvement plans for students  
42 determined to have such insufficient cognitive ability. The  
43 assessment required by this subsection shall also be  
44 required for students who enter a school district in grades  
45 four, five or six unless such student has been determined in  
46 the current school year to be reading at grade level or  
47 above.

48 3. Beginning with school year 2002-03, for each  
49 student whose third-grade reading assessment determines that  
50 such student is reading below second-grade level, the school  
51 district shall design a reading improvement plan for the  
52 student's fourth-grade year. Such reading improvement plan  
53 shall include, at a minimum, thirty hours of additional  
54 reading instruction or practice outside the regular school  
55 day during the fourth-grade year. The school district shall  
56 determine the method of reading instruction necessary to  
57 enforce this subsection. The school district may also  
58 require the student to attend summer school for reading  
59 instruction as a condition of promotion to fourth grade.  
60 The department of elementary and secondary education may,  
61 from funds appropriated for the purpose, reimburse school  
62 districts for additional instructional personnel costs

63 incurred in the implementation and execution of the thirty  
64 hours of additional reading instruction minus the revenue  
65 generated by the school district through the foundation  
66 formula for the additional reading instruction average daily  
67 attendance.

68 4. Each student for whom a reading improvement plan  
69 has been designed pursuant to subsection 3 of this section  
70 shall be given another reading assessment, to be  
71 administered within forty-five days of the end of such  
72 student's fourth-grade year. If such student is determined  
73 to be reading below third-grade level, the student shall be  
74 required to attend summer school to receive reading  
75 instruction. At the end of such summer school instruction,  
76 such student shall be given another reading assessment. If  
77 such student is determined to be reading below third-grade  
78 level, the district shall notify the student's parents or  
79 guardians, and the student shall not be promoted to fifth  
80 grade. No student shall be denied promotion more than once  
81 solely for inability to meet the reading standards set out  
82 in this section.

83 5. The process described in subsections 3 and 4 of  
84 this section shall be repeated as necessary through the end  
85 of the sixth grade, with the target grade level rising  
86 accordingly. Mandatory retention in grade shall not apply  
87 to grades subsequent to fourth grade.

88 6. The mandatory process of additional reading  
89 instruction pursuant to this section shall cease at the end  
90 of the sixth grade. The permanent record of students who  
91 are determined to be reading below the fifth-grade level at  
92 the end of sixth grade shall carry a notation advising that  
93 such student has not met minimal reading standards. The  
94 notation shall stay on the student's record until such time

95 as the district determines that a student has met minimal  
96 reading standards.

97 7. Each school district shall be required to offer  
98 summer school reading instruction to any student with a  
99 reading improvement plan. Districts may fulfill the  
100 requirement of this section through cooperative arrangements  
101 with neighboring districts; provided that such districts  
102 shall timely make all payments provided pursuant to such  
103 cooperative agreements.

104 8. A school district may adopt a policy that requires  
105 retention in grade of any student who has been determined to  
106 require summer school instruction in reading and who does  
107 not fulfill the summer school attendance requirement.

108 9. Nothing in this section shall preclude a school  
109 district from retaining any student in grade when a  
110 determination is made in accordance with district policy  
111 that retention is in the best interests of the student.

112 10. The state board of education shall not incorporate  
113 information about the number of students receiving  
114 additional instruction pursuant to this section into any  
115 element of any standard of the Missouri school improvement  
116 program or its successor accreditation program; provided,  
117 however, each district shall make available, upon the  
118 request of any parent, patron, or media outlet within the  
119 district, the number and percentage of students receiving  
120 remediation pursuant to this section. The information shall  
121 be presented in a way that does not permit personal  
122 identification of any student or educational personnel.

123 11. Each school district shall make a systematic  
124 effort to inform parents of the methods and materials used  
125 to teach reading in kindergarten through fourth grade, in  
126 terms understandable to a layperson and shall similarly

127 inform parents of students for whom a reading improvement  
128 plan is required pursuant to this section] Each school  
129 district and charter school shall assess all students  
130 enrolled in kindergarten through grade three at the  
131 beginning of each school year for their level of reading or  
132 reading readiness on locally determined or statewide  
133 assessments. Each school district and charter school shall  
134 provide evidence-based reading instruction, including  
135 explicit systematic phonics as defined in section 170.014,  
136 to any student who exhibits a substantial deficiency in  
137 reading, based upon the assessment or through teacher  
138 observations. The student's reading proficiency shall be  
139 reassessed by locally determined or statewide assessments.  
140 The student shall continue to be provided with intensive  
141 reading instruction until the reading deficiency is remedied.

142 2. The district or charter school shall notify the  
143 parent or guardian of any student in kindergarten through  
144 grade three who exhibits a substantial deficiency in  
145 reading, as described in subsection 1 of this section, at  
146 least annually in writing, and in an appropriate,  
147 alternative manner for the parent or other guardian if  
148 necessary, of the following:

149 (1) That the child has been identified as having a  
150 substantial deficiency in reading;

151 (2) A description of the services currently provided  
152 to the child;

153 (3) A description of the proposed supplemental  
154 instructional services and supports, including explicit  
155 systematic phonics as defined in section 170.014, that the  
156 school district will provide to the child that are designed  
157 to remediate the identified area of reading deficiency;

158           (4) Strategies for parents and guardians to use in  
159 helping the child succeed in reading proficiency, including  
160 but not limited to the promotion of parent-guided home  
161 reading.

162           3. If the school district or charter school provides a  
163 summer reading program under this section, the district or  
164 charter school shall notify the parent or guardian of each  
165 student who exhibits a substantial deficiency in reading of  
166 the opportunity to attend the summer reading program.

167           4. If a student has a substantial reading deficiency  
168 at the end of third grade, the student's parent or guardian  
169 and appropriate school staff shall discuss whether the  
170 student should be retained in grade level, based on a  
171 consideration of all relevant factors, including the reading  
172 deficiency, the student's progress in other subject areas,  
173 and the student's overall intellectual, physical, emotional,  
174 and social development. A decision to promote or retain a  
175 student with a substantial reading deficiency at the end of  
176 grade three shall be made only after direct personal  
177 consultation with the student's parent or guardian and after  
178 the formulation of a specific plan of action to remedy the  
179 student's reading deficiency.

180           5. Each school district or charter school shall do all  
181 of the following:

182           (1) Provide students who are identified as having a  
183 substantial deficiency in reading under subsection 1 of this  
184 section with intensive instructional services and supports  
185 specified in a reading success plan, as appropriate, free of  
186 charge, to remediate the identified areas of reading  
187 deficiency, including additional scientific, evidence-based  
188 reading instruction and other strategies prescribed by the

189 school district or charter school which may include but are  
190 not limited to the following:

- 191 (a) Small group instruction;
  - 192 (b) Reduced teacher-student ratios;
  - 193 (c) More frequent progress monitoring;
  - 194 (d) Tutoring or mentoring;
  - 195 (e) Extended school day, week, or year; and
  - 196 (f) Summer reading programs;
- 197 (2) At regular intervals, but no less than four times  
198 per year in a manner that reflects progress through each  
199 school term, notify the parent or guardian of academic and  
200 other progress being made by the student and give the parent  
201 or guardian other useful information;

202 (3) In addition to required reading enhancement and  
203 acceleration strategies, provide all parents of students,  
204 including parents of students who are identified as having a  
205 substantial deficiency in reading under subsection 1 of this  
206 section, with a plan that includes suggestions for regular  
207 parent-guided home reading.

208 6. Each school district and charter school shall  
209 establish a reading development initiative designed to offer  
210 intensive reading instruction to each kindergarten through  
211 grade three student who is assessed as exhibiting a  
212 substantial deficiency in reading. The initiative shall  
213 comply with all of the following criteria:

214 (1) Be provided to all kindergarten through grade  
215 three students who exhibit a substantial deficiency in  
216 reading under this section. The assessment initiative shall  
217 measure phonemic awareness, phonics, fluency, vocabulary,  
218 and comprehension;

219 (2) Be provided during regular school hours;

(3) Provide a reading curriculum that meets the requirements of section 170.014, and at a minimum has the following specifications:

(a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;

(b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;

(c) Includes a scientifically based and reliable assessment;

(d) Provides initial and ongoing analysis of each student's reading progress;

(e) Is implemented during regular school hours; and

(f) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

7. School districts and charter schools shall report to the department the specific intensive reading interventions and supports implemented by the school district or charter school pursuant to this section. The department shall annually prescribe the components of required or requested reports.

8. (1) To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan and each charter school shall address reading proficiency as provided by contract with the sponsor, drawing upon information about children from assessments conducted pursuant to subsection 1 of this section and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive

252 school improvement plan or contract, each school district or  
253 charter school shall review chronic early elementary  
254 absenteeism for its impact on literacy development. If more  
255 than fifteen percent of an attendance center's students are  
256 not proficient in reading by the end of third grade, the  
257 comprehensive school improvement plan or contract shall  
258 include strategies to reduce that percentage, including  
259 school and community strategies to raise the percentage of  
260 students who are proficient in reading.

261 (2) Each school district and charter school shall  
262 provide professional development services to enhance the  
263 skills of elementary teachers in responding to children's  
264 unique reading issues and needs and to increase the use of  
265 evidence-based strategies.

170.014. 1. This section shall be known as the  
2 "Reading Instruction Act" and is enacted to ensure that all  
3 public schools establish reading programs in kindergarten  
4 through grade three based in scientific research. Such  
5 programs shall include the essential components of phonemic  
6 awareness, phonics, fluency, vocabulary, and comprehension,  
7 and all new teachers who teach reading in kindergarten  
8 through grade three shall receive adequate training in these  
9 areas.

10 2. The program described in subsection 1 of this  
11 section **[may]** shall include "explicit systematic phonics"  
12 **for all students**, which, for the purposes of this section  
13 **and section 167.645**, shall mean the methodology of  
14 pronouncing and reading words by learning the phonetic sound  
15 association of individual letters, letter groups, and  
16 syllables, and the principles governing these associations.



17           3. Every public school in the state shall offer a  
18 reading program as described in subsection 1 of this section  
19 for kindergarten through grade three.

          186.080. 1. The commissioner of education shall  
2 establish a literacy advisory council. The council shall  
3 consist of at least twelve and no more than twenty members,  
4 appointed by the commissioner, and shall include members  
5 representing the following stakeholder groups:

- 6           (1) School boards;
- 7           (2) Charter schools;
- 8           (3) School superintendents;
- 9           (4) Elementary and secondary building principals;
- 10          (5) At least three teachers, including at least two  
11 teachers with expertise in reading instruction;
- 12          (6) At least two special education educators;
- 13          (7) At least two parents of elementary and secondary  
14 school-age pupils who have struggled with literacy  
15 proficiency;
- 16          (8) At least two community members who have struggled  
17 with literacy proficiency or supported others who have  
18 struggled with literacy proficiency, at least one of whom  
19 shall be a high school student;
- 20          (9) Dyslexia advocacy groups;
- 21          (10) Faculty members of institutions of higher  
22 education with approved teacher preparation programs; and  
23          (11) Professionals with expertise in educational  
24 assessment data analysis.

25           2. The council shall meet at least twice per year to  
26 review best practices in literacy instruction and related  
27 policy provisions. The department shall provide necessary  
28 staff and resources for the work of the advisory council.

29           3. The council shall periodically provide  
30 recommendations to the commissioner and the state board of  
31 education regarding any identified improvements to literacy  
32 instruction and policy for students. The recommendations  
33 may include recommendations for changes to state law, and  
34 the commissioner shall furnish any such recommendations to  
35 the joint committee on education.

36           4. The council recommendations shall:

37           (1) Advise the department of elementary and secondary  
38 education on how to implement and maintain the statewide  
39 literacy plan required under section 161.241 and advise the  
40 department, school districts and charter schools on ways to  
41 inform and engage parents and other community members about  
42 the literacy plan;

43           (2) Provide advice as to what services the department  
44 should provide to school districts and charter schools to  
45 support implementation of the plan and on staffing levels  
46 and resources needed at the department to support the  
47 statewide effort to improve literacy;

48           (3) Develop a plan for collecting literacy-related  
49 data that informs:

50           (a) Literacy instructional practices;

51           (b) Teacher professional development in the field of  
52 literacy;

53           (c) What proficiencies and skills should be measured  
54 through literacy assessments and how those assessments are  
55 incorporated into local assessment plans; and

56           (d) How to identify school progress in achieving  
57 literacy outcomes, including closing literacy gaps for  
58 students from historically underserved populations;

59           (4) Recommend best practices for tiered literacy  
60 instruction within a multi-tiered system of supports to best  
61 improve and sustain literacy proficiency;

62           (5) Review literacy assessments and outcomes and  
63 provide ongoing advice as to how to continuously improve  
64 those outcomes and sustain improvement; and

65           (6) Provide a means for members of the public to  
66 provide input and ask questions concerning literacy issues.

✓